

**Chapter 9:
Organizational Development
(OD) and Training**

THIRD EDITION

HUMAN RESOURCES IN HEALTHCARE

Managing for Success

Part Two | Training & Development

Second Function: Training & Development



Chapter 9: OD and Training

Chapter 10: Performance Management & Appraisal

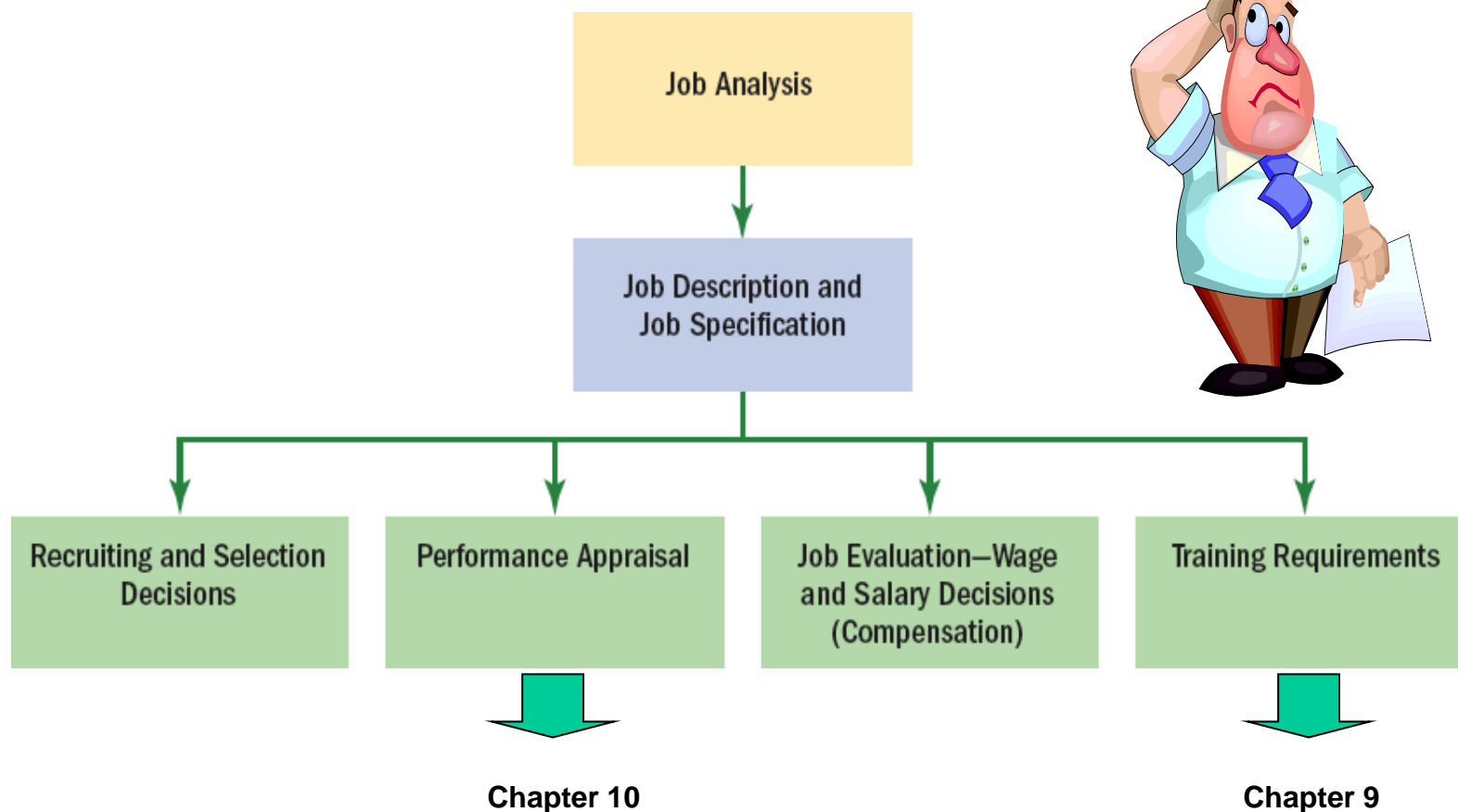
Learning Outcomes

After completing this chapter, you should be able to:

- Recognize the importance of formal and informal socialization.
- Develop a meaningful new-employee orientation.
- Explain the process of succession planning.
- Define the process of training development (ADDIE model).
- Describe the trends in OD and training.

Module Links

Summary of Uses of Job Analysis Information





*One thing is certain in today's global
workplace:*

“It will change”



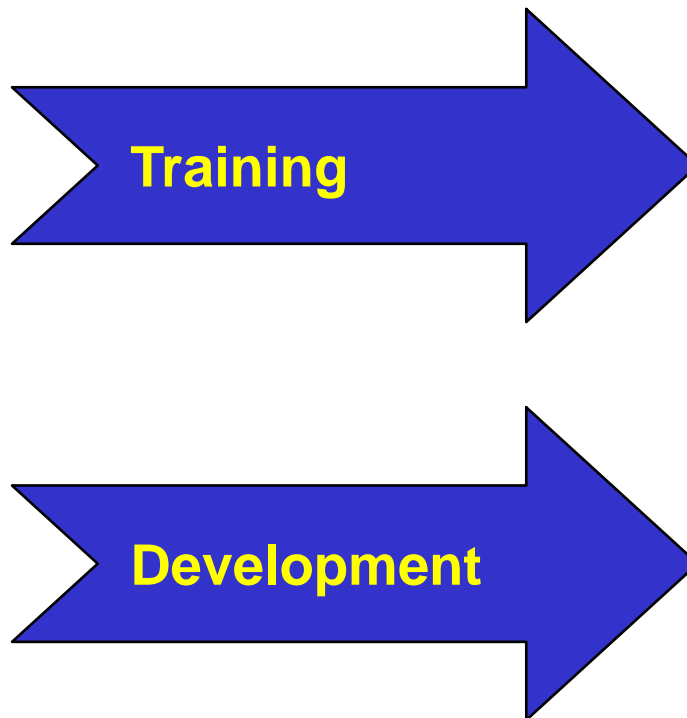


Introduction

- *Organizational development (OD) can assist an organization in achieving homeostasis or balance in the face of change's continual impact on processes and people.*
- *Training - whether as a response to an intervention or as a method for achieving goals- is a large component of what the OD department does.*



Training vs. Development



Current Jobs
Short-term (event)

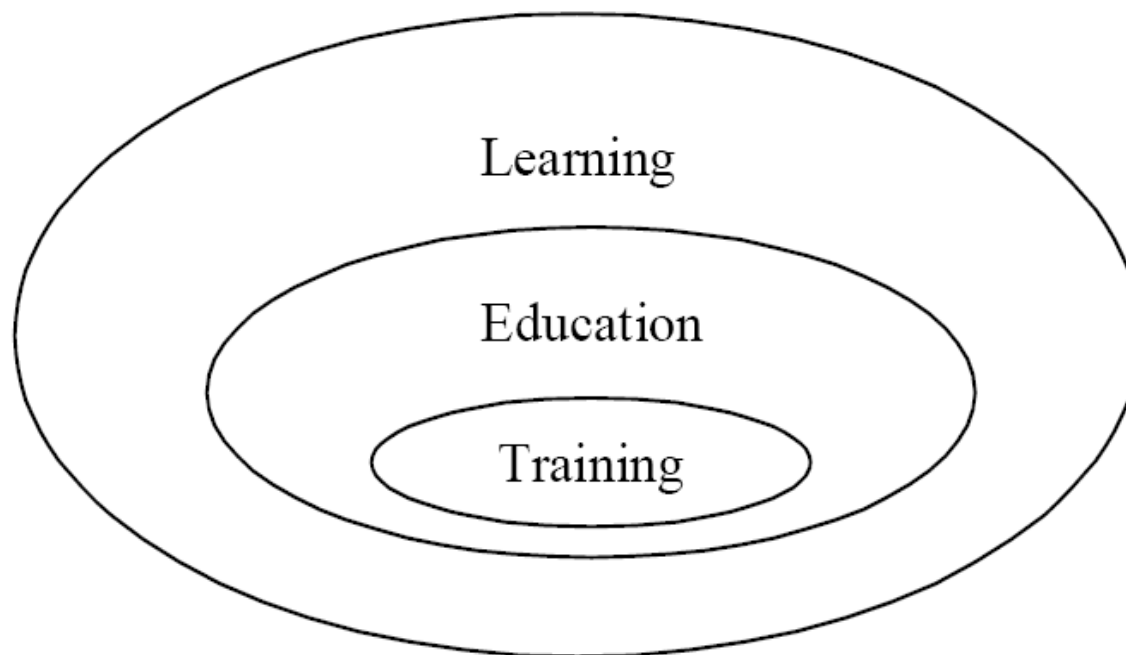
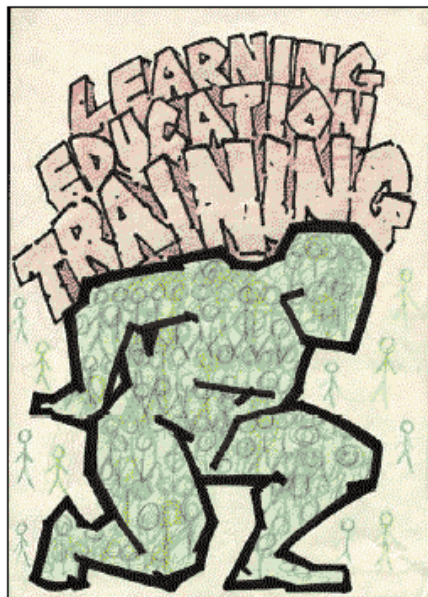


Future Jobs
Long-term (ongoing process)

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Important Definitions



Training may be represented as a small oval wholly contained within a larger oval labeled education, which itself is completely enclosed within an even larger oval circle learning.



Important Definitions

- Effective (output)
- Efficient (input)
- Competent (able - can do)
- Committed (willing - will do)



Competent

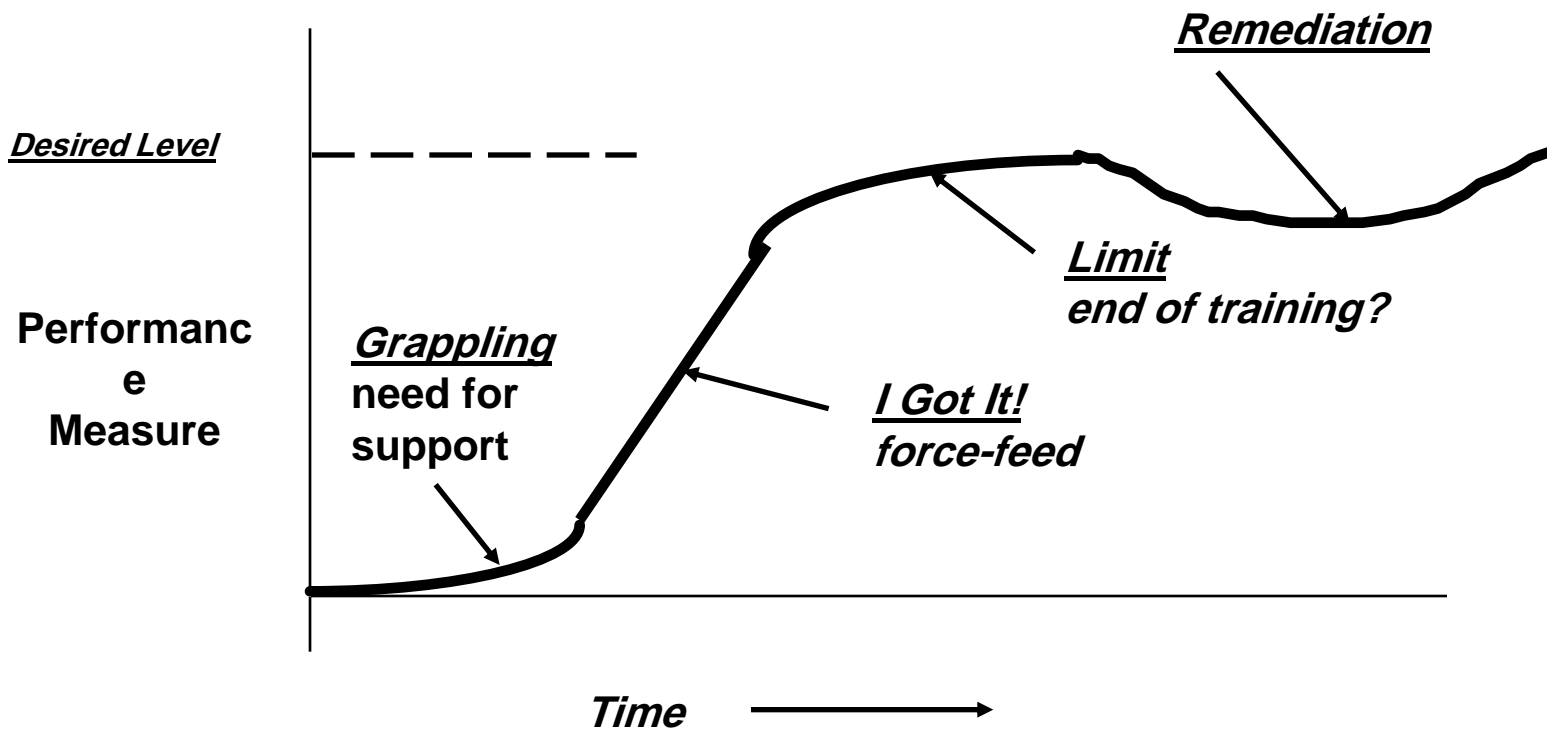
Committed

Competent Committed	Not Competent Committed
Competent Not Committed	Not Competent Not Committed



Learning

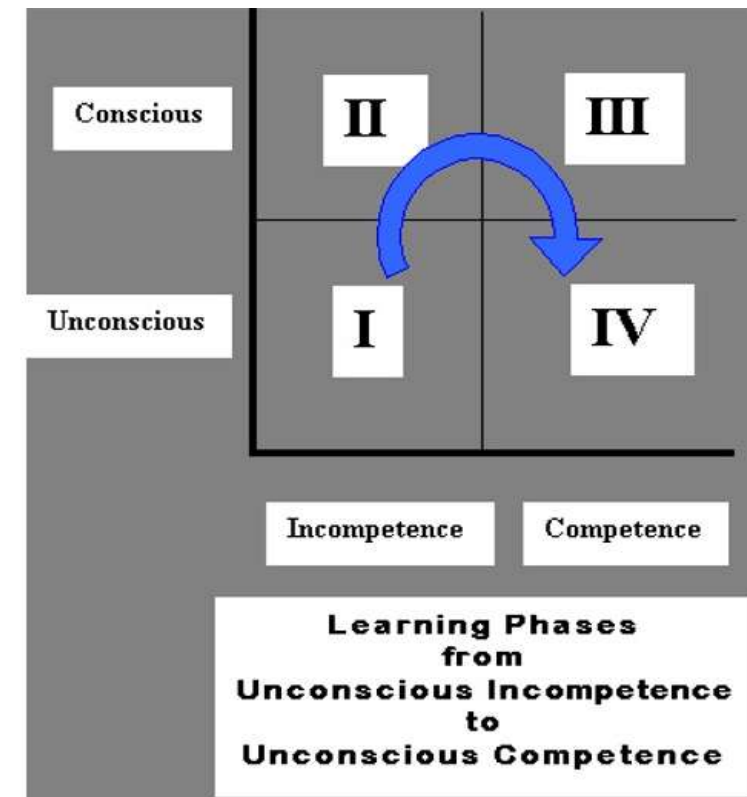
Learning Theory



Learning

➤ *Four Phases of Learning:*

1. *You Don't know that you Don't know*
2. *You know that you Don't know*
3. *You know that you know*
4. *You Don't know that you know*





Socialization & Orientation



Employee Socialization (Orientation)

➤ *Employee Socialization*

- is a process by which the organization satisfies many employee-centered questions.

➤ *Formal orientation process*

- provides a huge opportunity to engage the new employee in formulating expectations for a future with the organization.



TABLE 9.2

Types of
Information
Conveyed in an
Orientation

Employee-Centered Information

Compensation, including pay rates, deductions, overtime, and holiday pay

Benefits, including insurance, holidays, leave, and retirement

Facilities, including food services/cafeteria, parking, restrooms, security, first aid, security, and badges/name tags

Details of job duties, including work hours, job description, and performance criteria

Department tour, including work space/office, entrances/exits, supervisor's location, water fountains, and smoking areas

Career planning, including development opportunities and resources for growth

Organization-Specific Information

Overview of organization, including introduction, history, and customs/traditions

Safety, including precautions and accident-reporting procedures

Employee relations, including reporting sick leave, length of probationary period and limitations of activities associated with that, expectations and disciplinary practices, and grievance process

Policies and procedures

Where to find resources and who to call to report discrimination or illegal activities

Community activities and sponsored events



Employee Socialization (Orientation)

The HR department

typically covers topics related to the organization's policies and procedures, and has the employee fill out the necessary paperwork.

The Supervisor

is responsible for topics related to performing a particular job in a particular department and the involvement of co-workers.



Employee Socialization (Orientation)

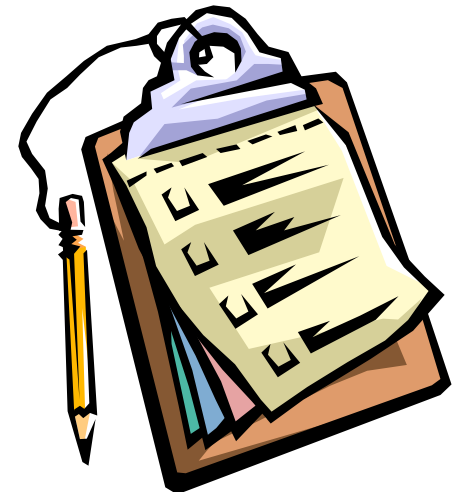
- **Employee Handbook:** A document that describes an organization's
 - Conditions of employment, policies regarding employees, administrative procedures & related matters.
 - In large organizations with an HR department, a handbook of information may be provided for new employees and will spell out orientation procedures to follow.



Employee Socialization (Orientation)

Why Orientation Is Important ?

- Orientation explains basics – often provided in an employee handbook
- Rules and policies are often discussed
- Makes new employee feel at ease
- Describes the organization – the big picture
- Defines expected work behavior
- Socializes new employee in company's ways





Succession Planning



Succession Planning

- is the process for ensuring that the vitality of an organization continues by **developing potential successors** for the positions identified as critical to operations.
- is the process of ensuring a suitable supply of successors for current and future **senior or key jobs**.

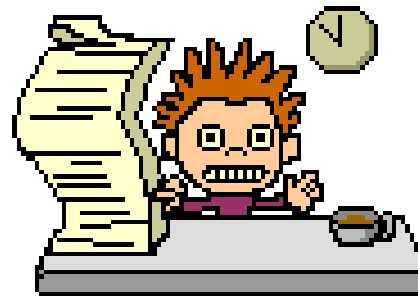
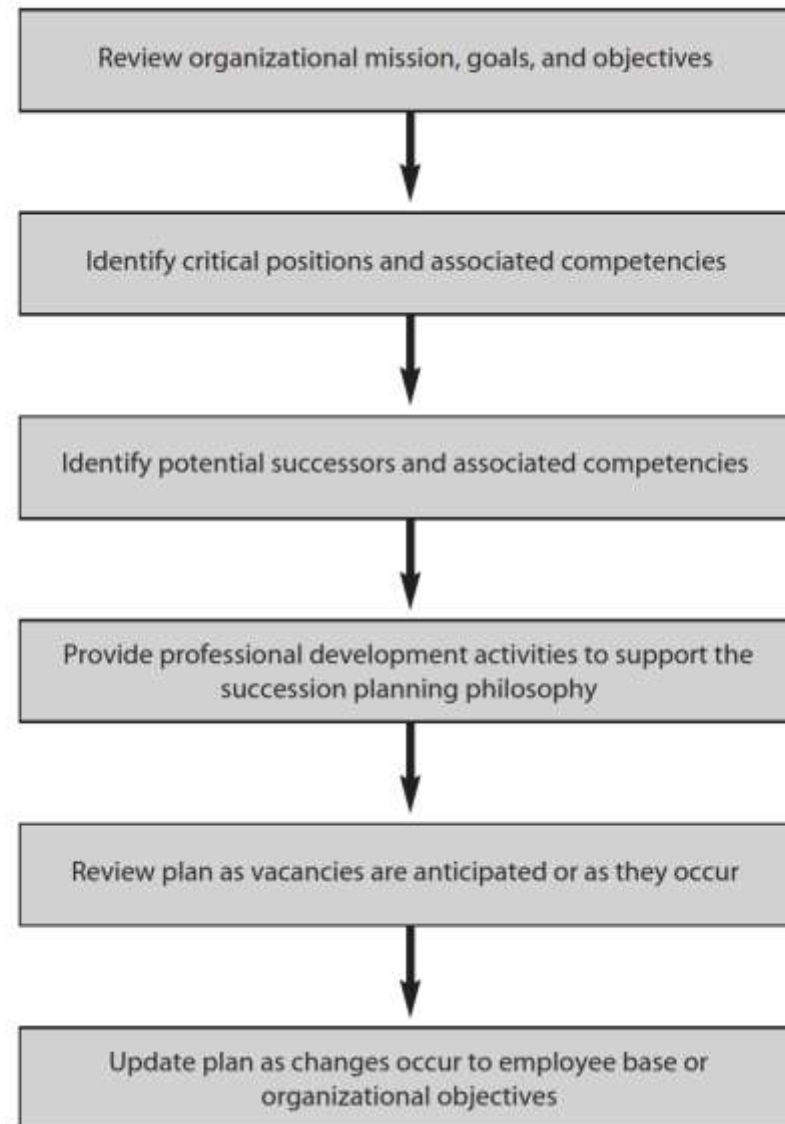




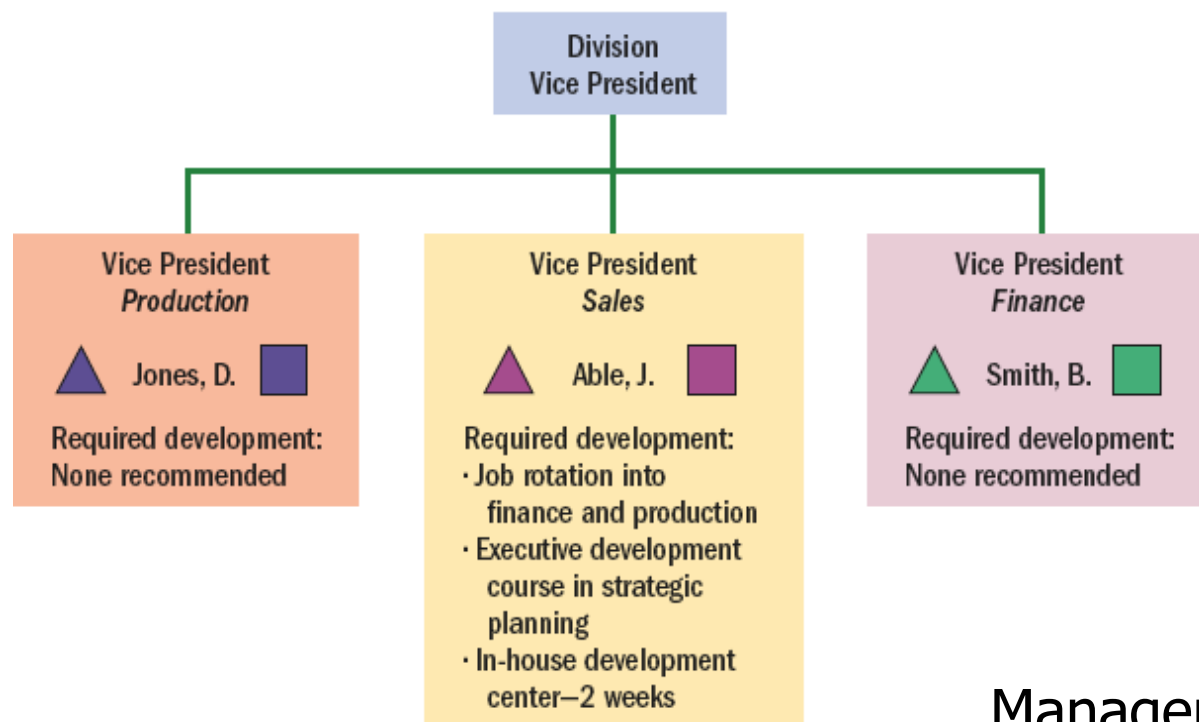
FIGURE 9.3

The Succession
Planning
Process





Succession Planning



PRESENT
PERFORMANCE

Outstanding

Satisfactory

Needs improvement



PROMOTION
POTENTIAL

Ready now

Needs further training

Questionable



Management Replacement Chart
Showing Development Needs of
Future Divisional Vice President



Process of training development

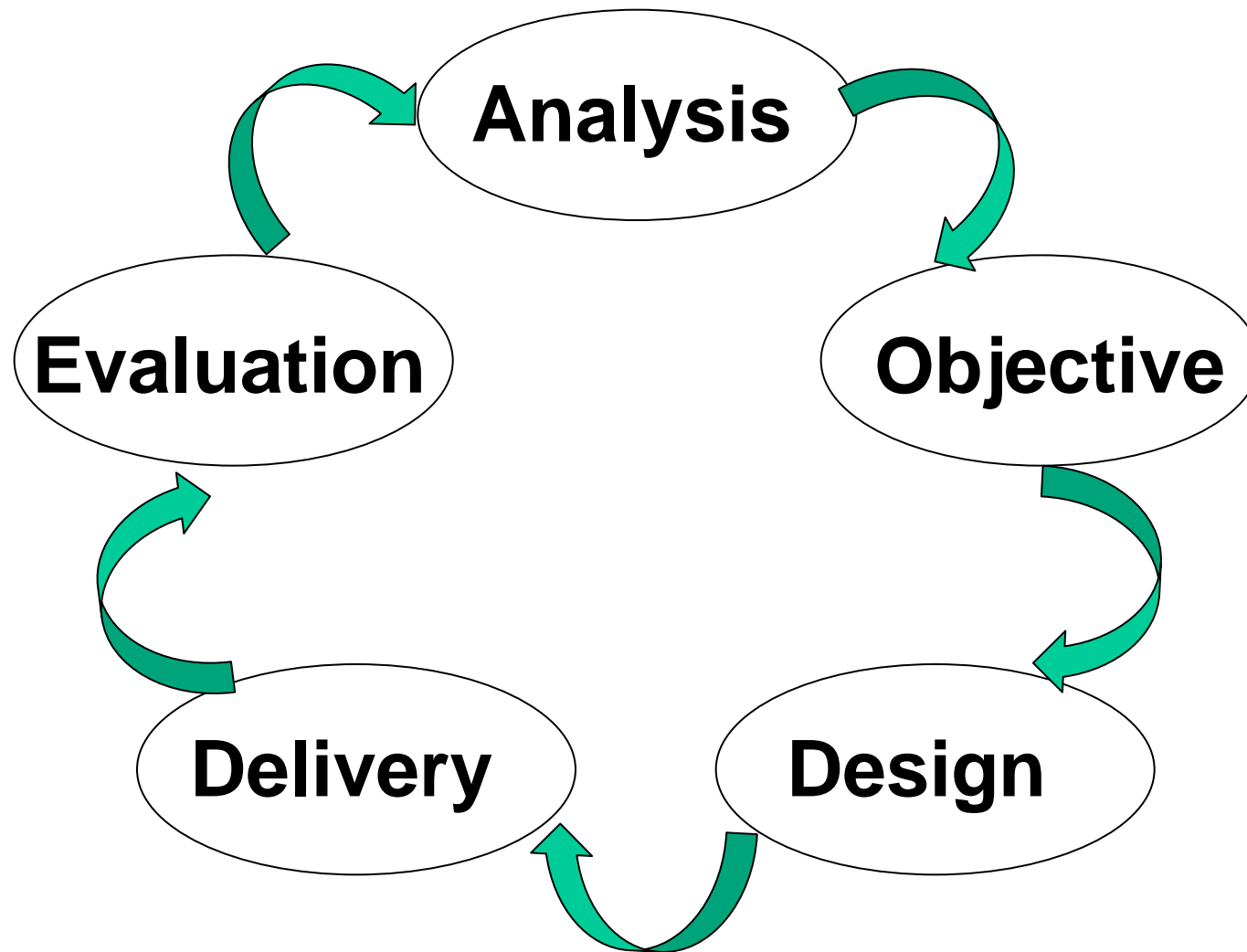


Designing Training for Sustainability

- *Two of the most popular designs are the **ADDIE** model (analysis, design, development, implementation, and evaluation) and the **ISD** model (instructional system design).*
- *Both models are a systems approach to training, ensuring that the how, what, why, where, who, and when of training are addressed.*



ISD – Model





ADDIE – Model

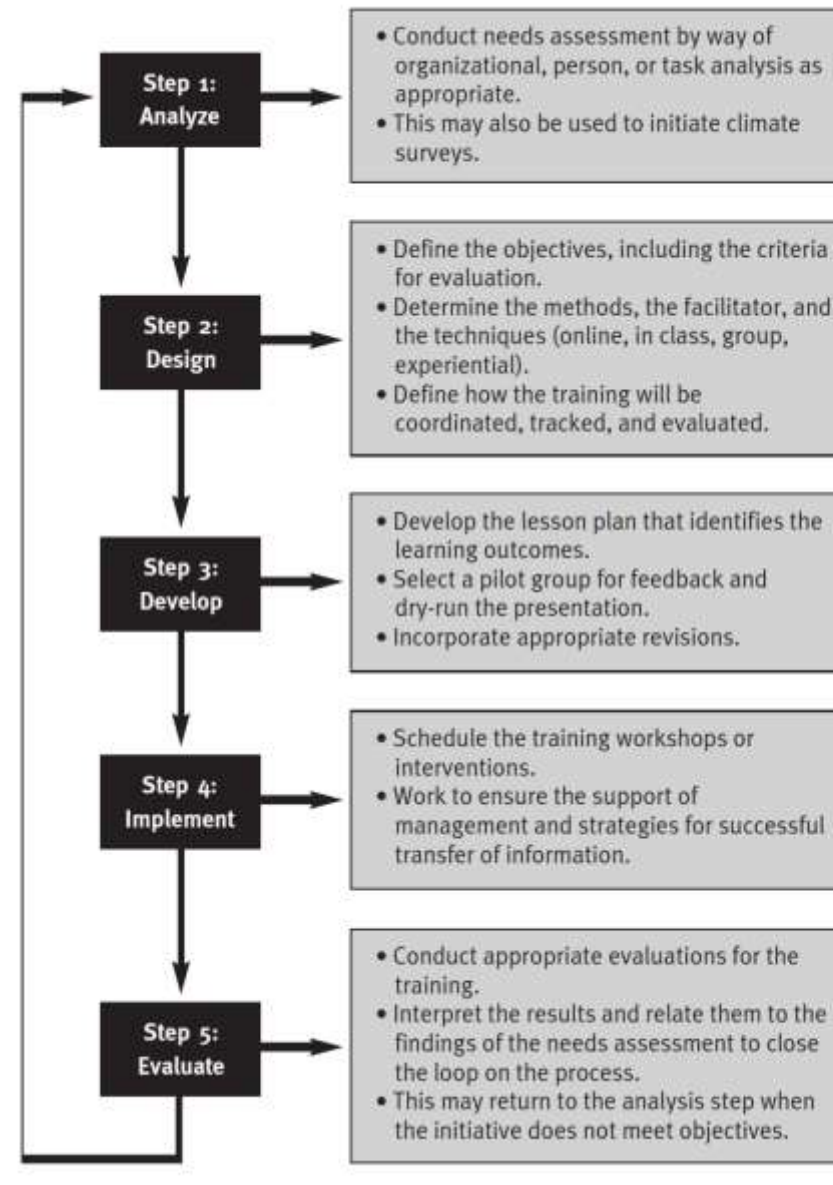
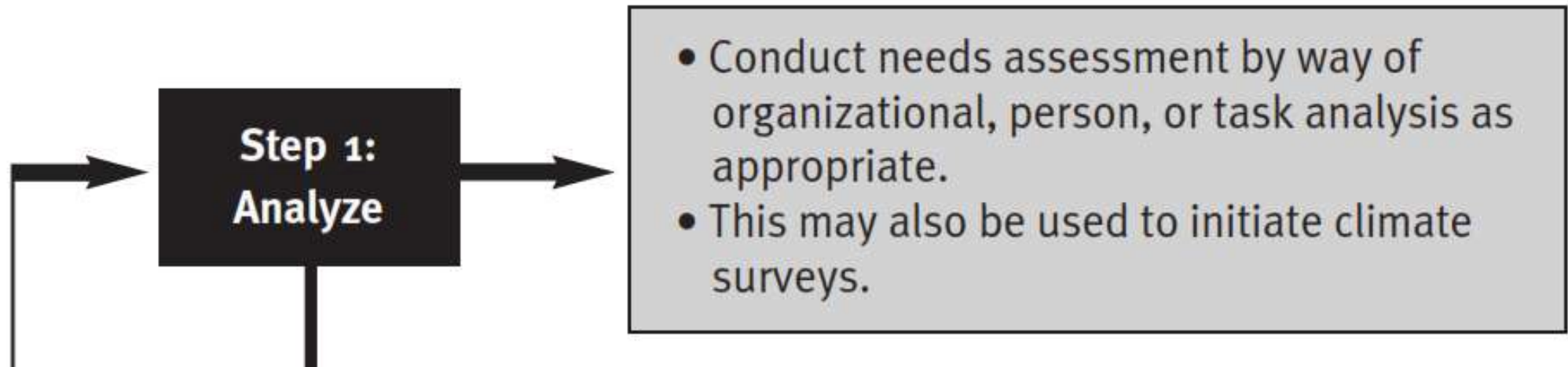


FIGURE 9.1
Training
Design Process
Overview

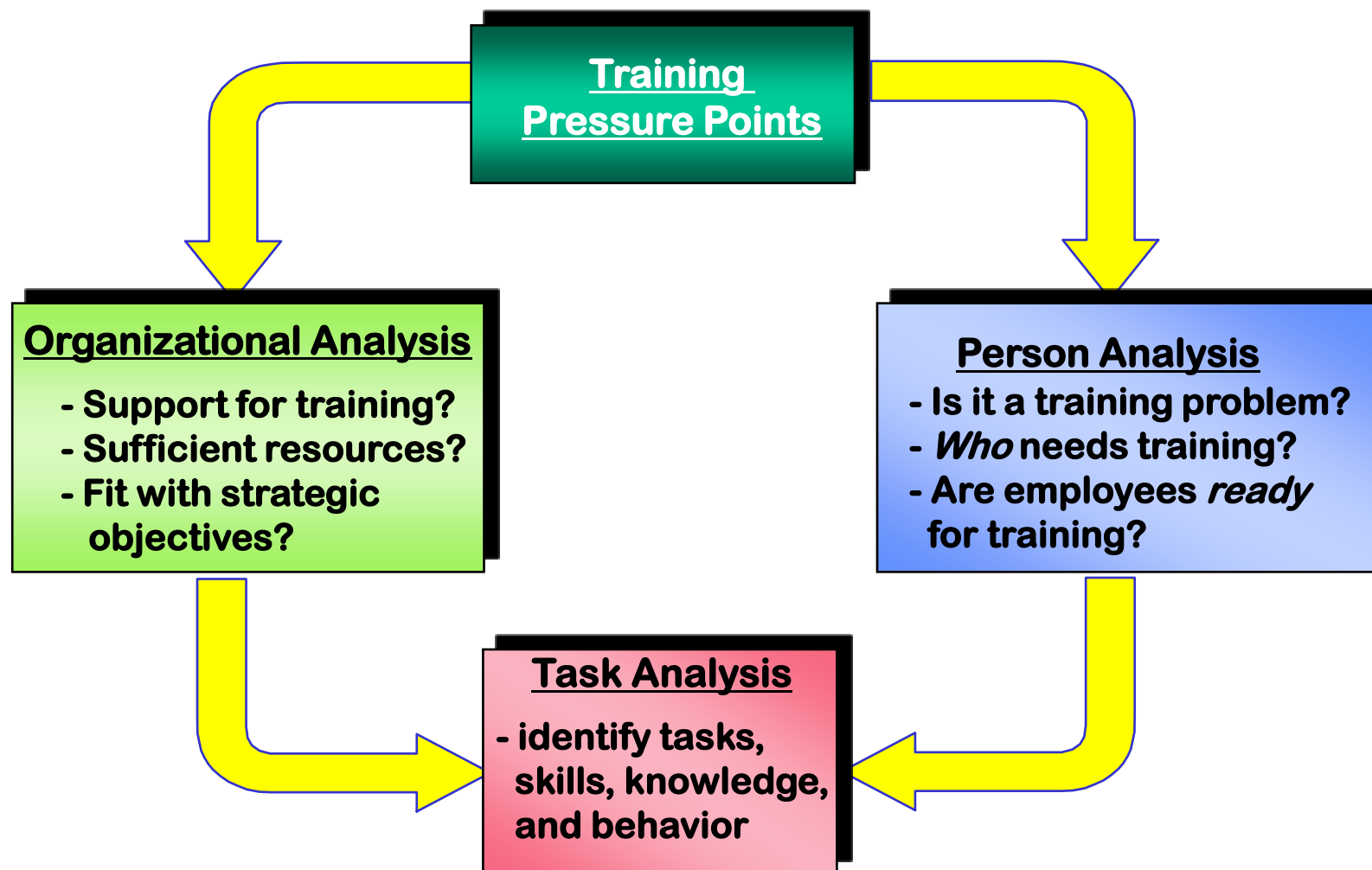
1. Analyze

(Training Needs Assessment = TNA)






1. Analyze





1. Analyze

Organizational	Strategic Objectives
	Support of Peers and Managers
	Sufficient Resources
Person 	Characteristics (KSA)
	Input
	Output
	Consequences
	Feedback
Task	Importance
	Frequency
	Difficulty

1. Analyze

Job: Electrical Maintenance Worker



Task Description	Frequency of Performance	Importance	Difficulty
Replace a light bulb	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Replace an electric outlet	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Install a light fixture	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Replace a light switch	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Install a new circuit breaker	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

4 = Highest , 1= lowest



1. Analyze

Methods for Determining Training Needs

- Self-assessments
 - Company records
 - Customer complaints
 - Observation
- Employee grievances
 - Interviews with managers
 - Customer satisfaction surveys

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1. Analyze

FIGURE 9.2
Sample Needs
Assessment

Self-assessment

Name: _____ Department: _____

Shift: _____ Title: _____

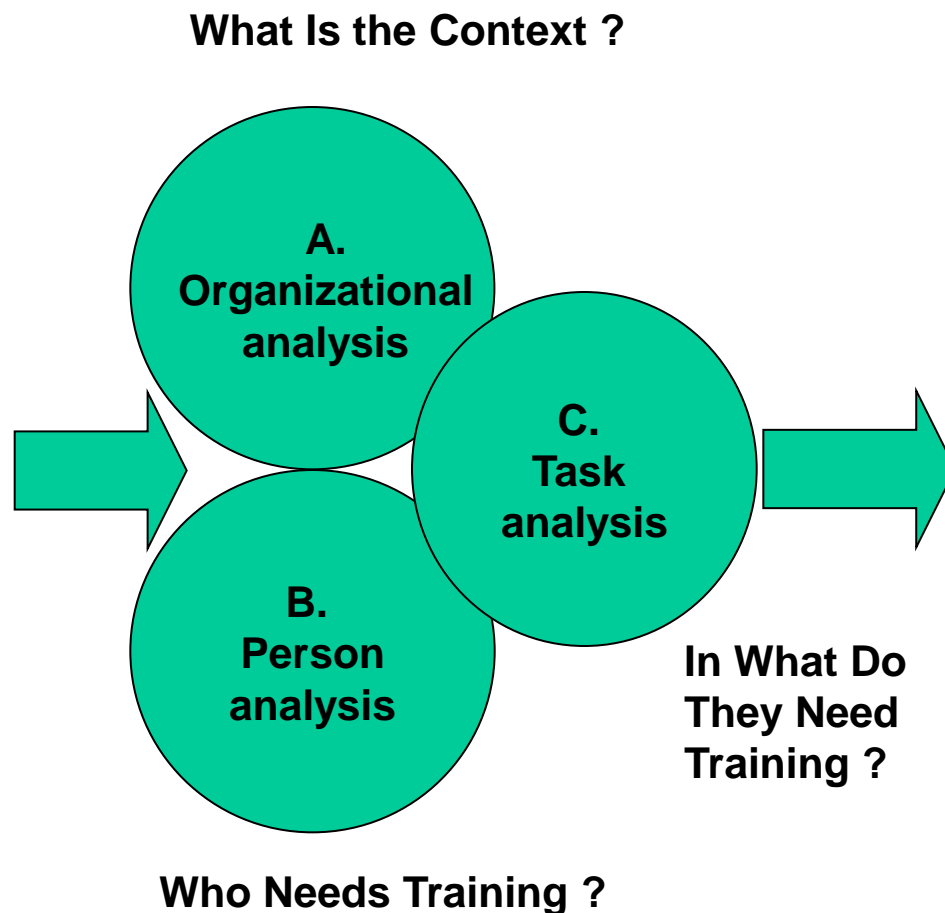
Please indicate your interest in the following ideas for in-service programs

Topic	Not Interested	Neutral	Interested	Most Interested
Age-related issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol/drug abuse—intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anesthesia/conscious sedation procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art of delegation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patient safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autoimmune disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budget/cost containment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cardiovascular disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Analyze

Reasons (why?) “Pressure Points”

- Legislation
- Lack of basic skills
- Poor performance
- New technology
- Customer requests
- Higher performance standards
- New jobs
- Business growth or contraction
- Global business expansion



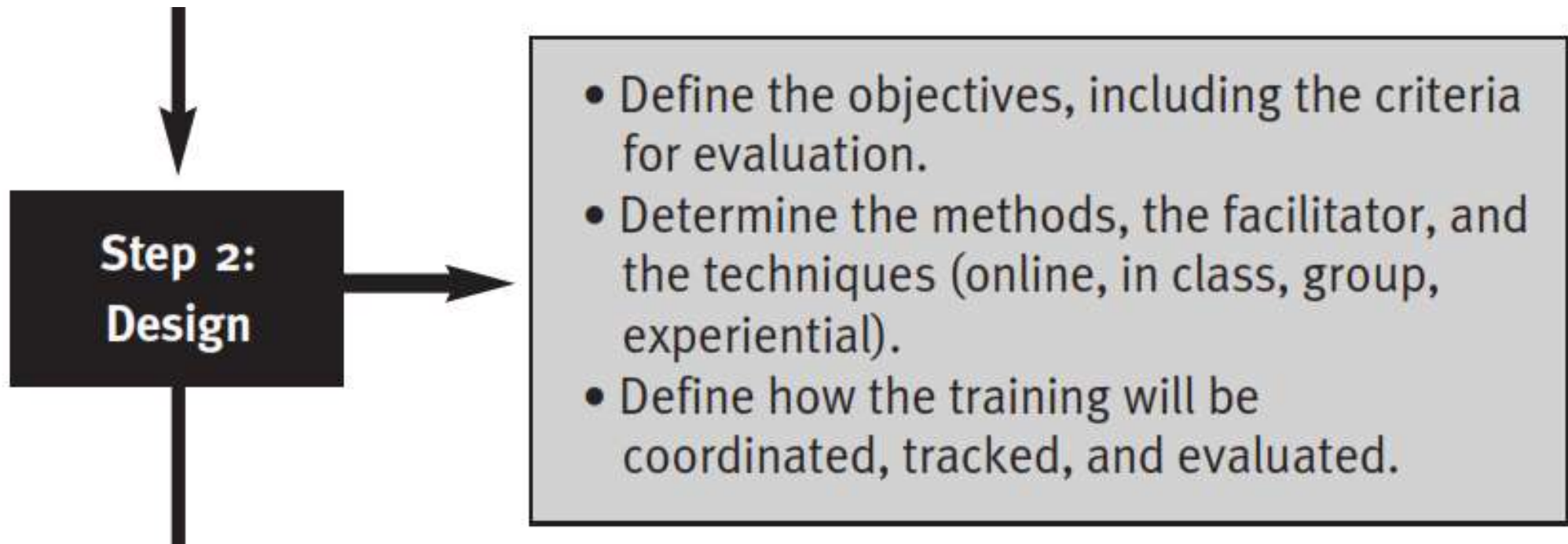
2. Design

Outcomes

- What trainees need to learn
- Who receives training
- Type of training
- Frequency of training
- Buy-versus-build training decision
- Training versus other HR options such as job selection or job redesign
- How training should be evaluated



2. Design





Determining Training Objectives

By the end of this session trainees will be able to

_____ **(an action word)**_____

_____ **(item)**_____

_____ **(condition)**_____

_____ **(standard)**_____

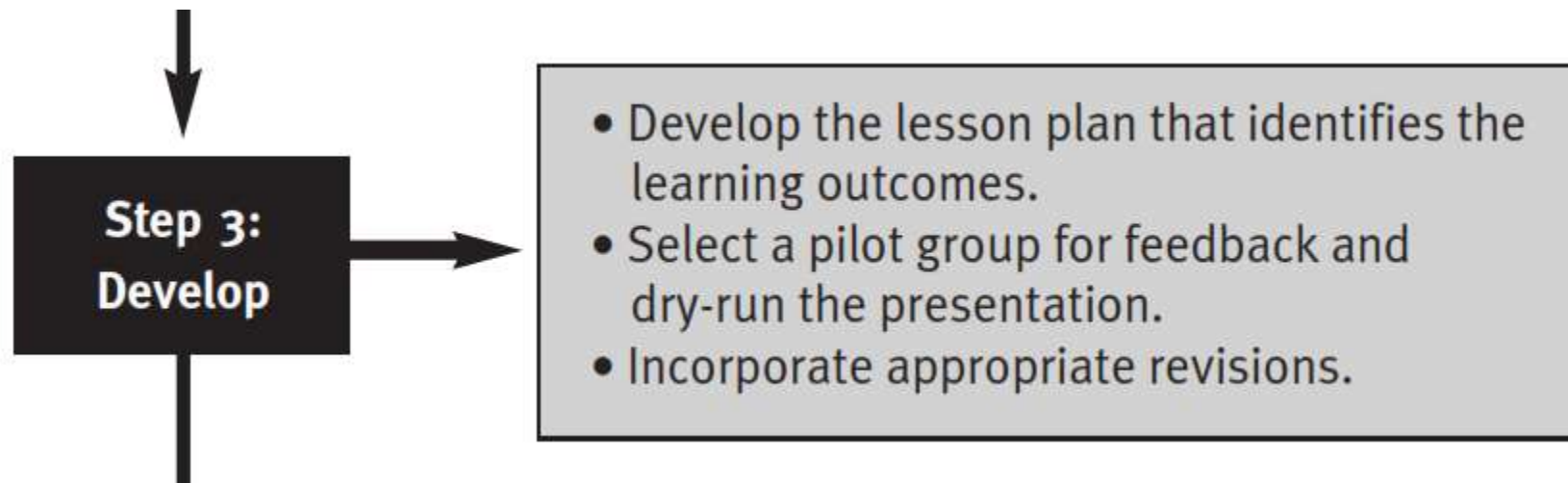
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Determining Training Objectives

By the end of this session trainees will be able to
Implement (an action word)
an Effective Infection Control Program (item)
following TQM (condition)
to reduce infection by 25% (standard)

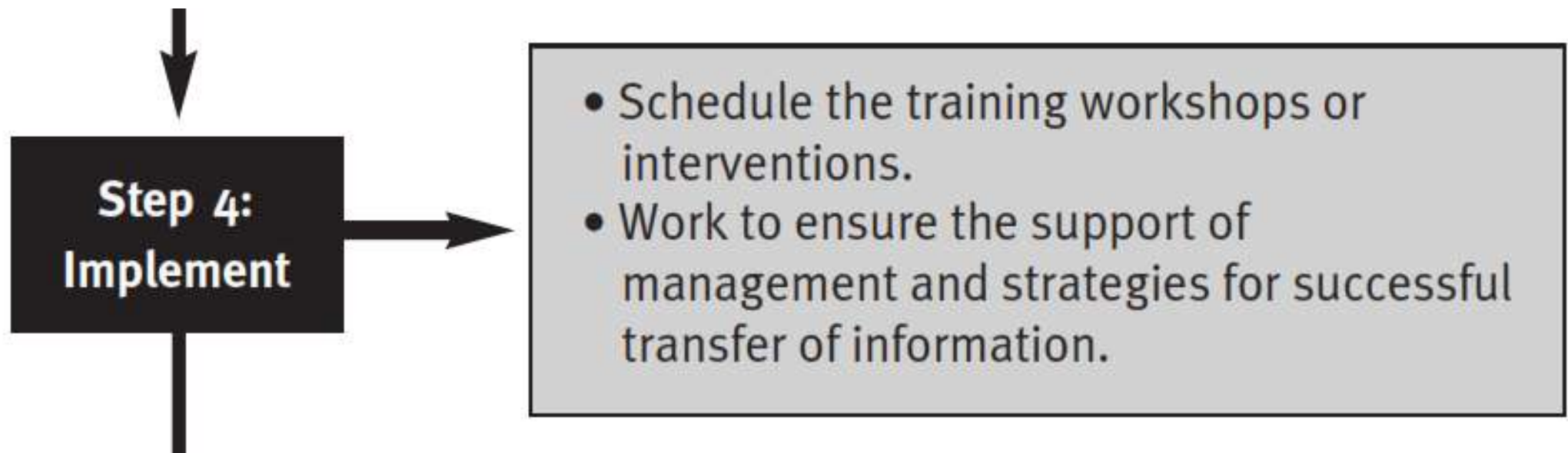
3. Develop



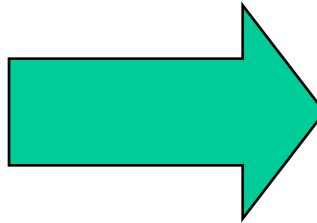
the curriculum is molded and sharpened to guide and enhance the facilitation



4. Implement



Transfer of Information



**From Classroom
(Workshop)**

**To Job
(Workplace)**



4. Implement

1 Presentation Methods

- classroom instruction, lectures and group discussions
- distance learning (tele-training, video-conference)
- audiovisual

2 Hands - on Methods

- on-the-job training (OJT), coaching and Job rotation
- (JIT) and apprenticeship
- self-directed learning (webinars, m-learning)
- simulations, role playing
- business games, case studies
- behavior modeling,
- interactive video



3 Group-based Methods

- adventure (wilderness) learning
- team training, cross training and action learning



Training Methods

➤ *Lecture*

- is usually a verbal presentation by an instructor, and it is effective with large groups and when the dissemination of information is the goal.





Training Methods

➤ *Group discussion*

- affords participants an opportunity to inject their own ideas and thoughts into the training.
- It is very effective for small groups and where idea generation is needed.

➤ *Role playing*

- involves creating a realistic scenario
- the learners taking on roles and practicing developing the skill sets necessary to accomplish the task.





Training Methods

➤ *Case study*

- written description of a real-world incident or issue is presented to a group for discussion and formulation of solutions.

➤ *Simulation*

- suitable for training emergency room employees in disaster response and management





Training Methods

➤ *Job shadowing*

- used to show an employee what a colleague or a supervisor actually does in the position on a daily basis

➤ *Coaching*

- demands a high degree of trust between the coach and the learner to ensure that the experience is valuable and that feedback can be freely given.





Trends in OD and Training

➤ *m-learning (mobile learning)*

- with this delivery medium, learning can take place through MP3 players and personal digital assistants.

➤ *Webinars*

- a term that combines “web” and “seminars”
- able to deliver on-demand training through a live or videotaped broadcast on the Internet.



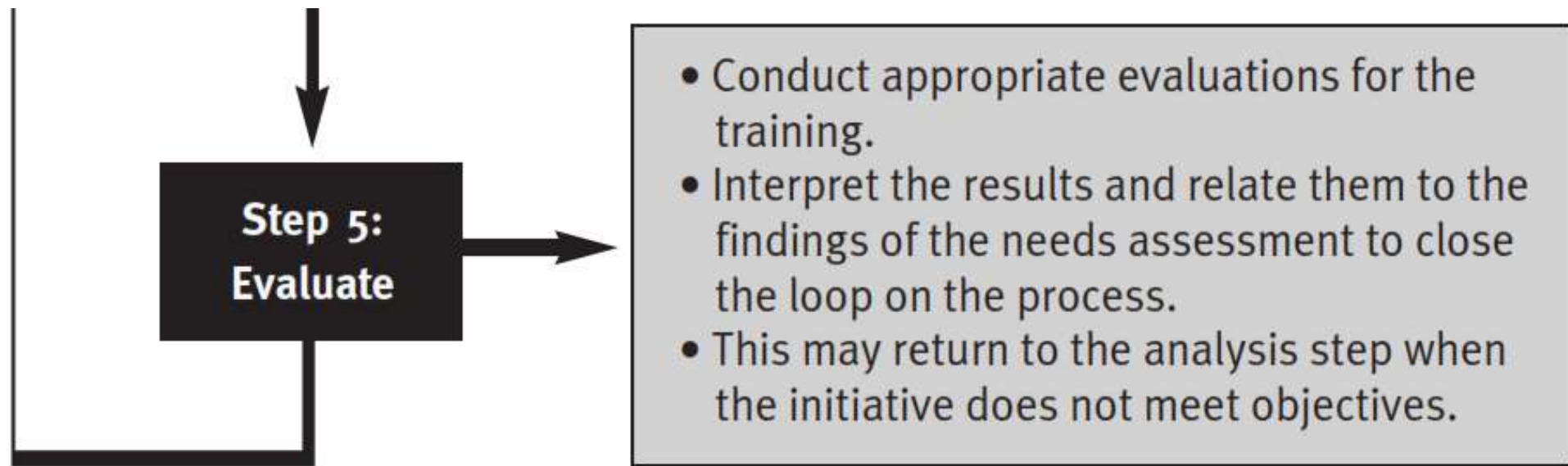


Home Assignment

TRAINING METHODS PREPARATION



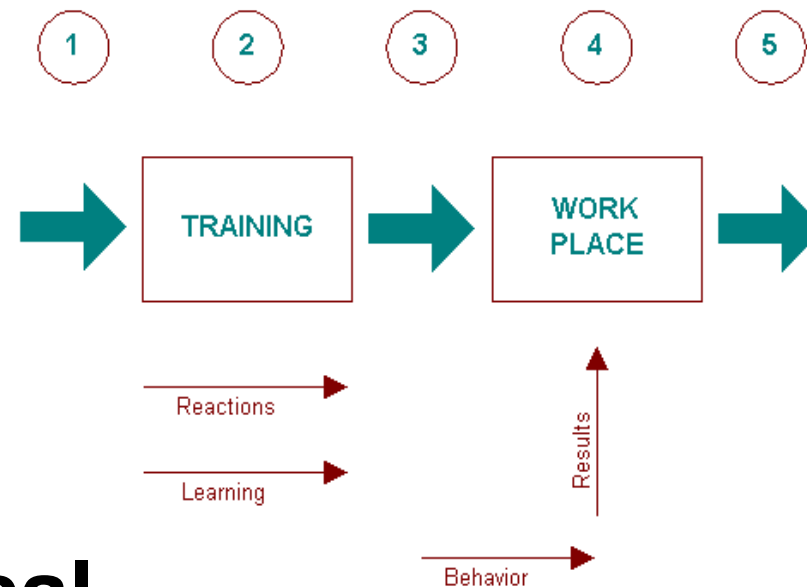
5. Evaluate



5. Evaluate

What to Evaluate

- ⇒ Trainee reactions
- ⇒ Testing
- ⇒ Performance appraisal
- ⇒ Records of organizational performance



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5. Evaluate

Outcome	What is measured	How measured	Example
1. Affective	<ul style="list-style-type: none">• Reaction to program• Attitudes	<ul style="list-style-type: none">• Interviews• Attitude surveys	<ul style="list-style-type: none">• Satisfaction• Benefits
2. Cognitive	<ul style="list-style-type: none">• Acquisition of knowledge	<ul style="list-style-type: none">• Tests• Work sample	<ul style="list-style-type: none">• Safety rules
3. Skill-based	<ul style="list-style-type: none">• Behavior• Skills	<ul style="list-style-type: none">• Observation• Work samples	<ul style="list-style-type: none">• Surgical skills• Presentation skills
4. Results	<ul style="list-style-type: none">• Company payoff	<ul style="list-style-type: none">• Performance records	<ul style="list-style-type: none">• Morbidity and Mortality rates
5. Return on Investment	<ul style="list-style-type: none">• Economic value of training	<ul style="list-style-type: none">• Comparison of costs and benefits of the program	<ul style="list-style-type: none">• Dollars

5. Evaluate

Determining Return on Investment (ROI)

➤ *Cost-benefit analysis:*

- The process of determining the economic benefits of a training program using accounting methods
- 3 steps
 1. Determining costs (direct and indirect)
 2. Determining benefits (review potential benefits)
 3. Making the analysis (cost-benefit analysis).





Case Study

HOW TO CALCULATE THE TRAINING ROI?